

## THE HONOLULU INSTITUTE.

A New Departure in Education—  
Beginning of Normal Instruction—Opening Address by Inspector-General Atkinson.

The Institute of instruction for the benefit of teachers in the Government schools, as previously announced, met Monday, 16th inst., at the Fort Street School building. Mr. A. T. Atkinson, Inspector-General of Schools, presided. The teachers present were: Miss Brickwood, Mrs. J. H. Brown, Miss Walker, Miss Annie Walker, Mrs. T. H. Gibson, Miss Tanager, Miss Mist, Miss E. Mist, Miss Atkinson, Miss Dudoit, Mrs. N. A. Wood, Miss Barnard, Miss Bernice Barnard, Miss Annie Mossman, Miss Mary Babcock, Miss Helen Ladd, Miss McIntyre, Miss Sorenson, Miss Bella Lishman, Mrs. Hookano, Messrs. C. H. White, Armstrong Smith, F. Heesley, David Malo, V. Kapule, James Donnelly, W. T. Lucas, Geo. L. Edwards, E. Zumwalt, B. D. Mitchell, and Harry D. Wishard.

Mr. Atkinson opened the proceedings with an address, substantially as follows:

Our meeting together to-day is a somewhat new departure in the Educational plans of Hawaii, and I trust that it may prove beneficial to the teachers personally and to the cause of education generally. By meeting together in this way with a definite purpose before us, we must all learn something we can use beneficially when we go away to our various school rooms. By an interchange of thought we widen our horizon, and breadth of thought is what every teacher must strive after. The tendency of the profession is to narrow into grooves and this is a tendency that must ever be fought against. The more a teacher knows of matters outside his or her profession, the better teacher he or she will be; the more readily will difficulties be overcome, the more telling will be the illustrations used. I wish you to regard yourselves not only as interested in the particular school or school-room of which you may happen to be in charge, but to consider that you belong to a far wider field, that you are members of a body which is working as a whole for the improvement and advancement of the country which you have made your home. It is by united action that we can really produce great results. Individual effort, however excellent, has little effect upon the mass. The teachers of Hawaii must work shoulder to shoulder; the oldest and most experienced must be interested in the work of the youngest, and the youngest in that of the oldest. As for highest and lowest I regard not the term. All good teaching is high whether it be in the primary class or among the seniors of a college.

Let us see if there is any particular course which we must pursue, if there is any pressing need which it is our duty to at once attend to.

The Education required in all government schools in this country, outside of Fort-Street School, whose position is unique, presents at the present moment peculiar features, features which, perhaps, are presented in such form to no other set of educators, and which have developed as the country has developed. In Fort-Street School the mass of the pupils thoroughly understand English before they enter the school room doors, and the education can therefore follow the lines of the schools in the United States. In the other schools of this city and in the country at large the case is very different.

We have set before us the problem of how to instruct in the same school children of varied nationalities. It is no uncommon thing to enter a school on these Islands and find from 5 to 7 different nationalities represented. I have in mind one in which there were Hawaiians, Half Castes, Germans, Portuguese, Americans, South Sea Islanders, Chinese, Japanese and Norwegians.

It is plain that with such material to deal with, some language, which shall be in time common to all, must be used. Circumstances have decided that that language should be English. English has to be the medium of instruction. It is plain that were such a thing feasible, only especially gifted individuals could instruct such a heterogeneous set of scholars, each pupil in his own language. What we undertake to try to do then, is to give an education in English to pupils who are utterly ignorant of that language. Let me be clearly understood. We are to teach English and to teach in English.

Now the teaching of a language so to give a mere smattering of it, as French, Latin, Italian, and so forth, are usually taught both in the States and in England, is a comparatively easy matter. The school French or Latin is very seldom practically used. It serves as a foundation for the child upon which the adult may build. It may or may not come into practical use as time goes on. It is not an essential, it is an accomplishment. But the English we are teaching is not to be a mere accomplishment. It is to be the practical language of life, the tongue to which all other tongues in this country must give way. If this is the case, and there really is no "if" about it, it is the case, we must at once make our teaching practical upon this language we are going to use. Our English has to become the language of thought as well as a medium of speech. To be come so it must be thoroughly taught, no mere smattering will suffice. If our foundation upon which we are to build is weak or rotten, what will become of our superstructure? If the language which is going to be the medium of instruction is ill understood, everything that we teach will be ill understood. Therefore, I consider, at the present moment, that the three most important things in Hawaiian education are: 1st, English; 2nd, English; and 3rd, English. When we have made the foundation firm we can build as high as we please, but above all things let the foundation be thorough. And so I wish particularly to call your attention to the primary classes in our schools. It is in these classes that the hope for the future lies. Much more can be done in the upper classes of the schools than is now being done, though many im-

provements have been recently made, but, after all, the keynote is struck in the primary school room. It is there that a correct pronunciation will be acquired; there that enunciation and infonation are easily obtained; there that the interest in study is first stimulated; there that habits of order are first acquired. Very onerous, very noble is the position of the primary teacher. Into her hands are placed the tender minds which can be bent any way, and it is with her that rests the future, whether the child shall find the path easy or difficult, whether it will run or only limp along. Bruise and injure the tender feet at the very outset, and the runner can never recover his place in the race. Gradually harden them, and no matter what the difficulty may be in the future they will easily be surmounted. In the teaching I speak of there can be no dull children, except those who are mentally wanting. What we want to follow in our teaching are the lessons of nature, and that universal school mistress has no dillards in her school. It is only man, who so misshapes and rough hews what is good and beautiful, that creates dillards. Who ever heard of a baby properly gifted with the organs of speech, that could not learn to speak its own language? If, then, we follow nature as closely as we possibly can, we may be sure that we shall not fail and that children, as far as acquiring language is concerned, will be unknown. If we take the child young enough and proceed upon natural principles, which are the truest scientific principles, for science is but a full knowledge of nature—we must succeed in enabling it to assimilate and make part of itself the particular branch of learning which we desire.

From the very first our teaching must be alive; the child must see for itself that it is acquiring something practical. Everything it learns it must be able to use. We must catch the interest of the little mind and lead it on the way we wish. We can never succeed in driving it. We must deal less in books and more in talk. If we talk to a child, it catches for itself our pronunciation. If our school children are talked to and made from the very first to use their vocabulary, however limited, they will soon use their English just as they use their various mother tongues. If the teacher will intone properly, the child will intone properly; if the teacher uses proper emphasis, constantly, so will the child. There is no more imitative creature in the world than the child, and we only want to set proper examples before it to have them imitated to the life.

I shall speak at greater length upon these subjects when we come to practical illustrations of the various means of putting knowledge before the youthful mind; but I here have hastily given you the keynote of what I consider most important at the present stage of Hawaiian education. In everything I shall show you, English will be the pivot; whether the subject to be treated of be arithmetic, geography, or the higher mathematics, the study of English will underlie the ostensible study.

Before proceeding to class work, I should like to lay down a few principles which I trust my hearers will remember.

I. Teach objectively. The objective teacher illustrates all new terms, as far as possible, either by showing the objects or by means of models, pictures, diagrams, etc. The impressions which we gain from an object by means of the five senses form an idea. Thus we only form a clear idea of a mango when we have perceived it through the five senses. We see its color and form, feel whether it is hard, soft or rough, taste whether it is sour or sweet. We discern by the sense of smell a difference between it and a guava or some other fruit. We can even recognize it by the sense of hearing.

II. Teach intelligibly, so that you can be easily understood. Teach elements thoroughly; all beginnings are difficult. Proceed slowly. Teach little, but let what you teach be precise. Never advance to a next step without being thoroughly sure the former has been reached. Ideas should be illustrated by things lying within the mental horizon of the children. Keep within bounds; that is, teach as little as possible for future forgetfulness. Do not talk over the heads of your pupils and do not talk of things they do not understand.

III. Teach methodically. You may ask what is method? "Method," says Professor Blemm, "is the way upon which the teacher leads his pupils in order to make them reach the ultimate aim of instruction." To be methodical, every lesson should form a unit to some previously determined object, which must always be kept in view. A man cannot build a house unless he have a plan to build it on. How much more necessary is it to have a plan to build up the human carpenter who recklessly drove nails and chipped pieces of timber, hoping that somehow they would fit? And yet this is what we often do ourselves when dealing with the child's mind.

We must be careful what we present to a child's mind and how we present it. We must be skilled carpenters and not botches. We can only become skilled in our profession by constant application. We demand of our physicians that they be up to the times, that they at once familiarize themselves with every new departure in medicine or surgery. Apply the case to ourselves and say should we not likewise feel it our duty to familiarize ourselves with every new departure in the scholastic world? Should our course not also be ever upward and onward? It is as great a thing to train a mind well as it is to cure a sick body. I believe it is a greater thing. We must remember that we are working for ourselves as well as for other people—to them we must give a good return for the money paid us—to ourselves we owe it that our work shall be such as to raise our profession in the estimation of the world. With such hopes, with such aspirations I open this convention of the Teachers of Oahu and Honolulu, and I trust that, however feeble and inadequate my own efforts in the great cause of education may be, they may be of some assistance to you, in, at all events, leading your minds to think more fully upon the duties which devolve upon us all as teachers.

After the delivery of the address, the convention went into regular normal class work. The subject of primary school work, especially with reference

to its adaptations to the conditions existing in the schools of the country, occupied the time for the next two hours. This was followed by the first of a series of lessons on phonics by Mr. Lucas. These lessons are intended to have a place on each day's programme throughout the week. It is to be regretted that one or two of the teachers on this island, within easy reach of the city, and belonging to the class engaged in such teaching as the instruction at these conventions was designed to benefit, were not present.

SECOND DAY.  
The following named persons were in attendance, Tuesday, at the teachers' Institute, in addition to those present on the previous day: Miss Helen Chamberlain, Mrs. Kalf-Roulex, Miss Lani Atkinson, Miss May Atkinson, Miss Maria Lane, Miss Margaret Cullen, Miss Corney, Miss L. E. Appleton, Miss M. E. Brewer, Mrs. Hendry.

The exercises of the day commenced with a review of the work of the previous day. The teaching of sounds was taken up, the Inspector-General pointing out defects in methods that he had noted in his recent tour and showing how they might be remedied. Attention was next given to the teaching of writing, including dictation. The use of colloquial practice in English and the best methods of conducting it were discussed. The utility of keeping records of lessons was impressed upon the teachers. Mrs. Hendry gave a lesson on the method of teaching writing, with practical illustrations on the blackboard. Mr. Lucas then took charge of the class, giving the full table and key in phonics, and had the class exemplify the results of the lessons under this head.

Professor Alexander of the Government Survey Office was present at the Teachers' Institute part of the session Tuesday last.

THIRD DAY.  
In addition to those reported present at the previous sessions there were in attendance, Wednesday, Miss Kate Lishman, Miss Winnifred Baldwin, Miss Alexander and Miss Jennie Bates.

The work of the session was, generally, the method of teaching English, writing, arithmetic and phonics, which subjects were very fully gone into. Mr. Atkinson took up the first lesson in the second reader and elaborated thoroughly the method of instruction necessary to make the lesson effective and to give staying power to the ideas conveyable through it. This elucidation occupied about an hour and a half. Miss Hendry continued her series of lessons in the method of teaching writing. Mr. Mitchell offered some remarks on arithmetic, supplementary to the exercises on that subject. Mr. Lucas then proceeded with the matter of phonics until the close of the session.

The Hon. C. R. Bishop, President of the Board of Education, and the Rev. Dr. Beckwith were present the greater part of the day. Other visitors were Dr. Rodgers and Miss Forbes.

FOURTH DAY.  
A full attendance of teachers occupied the desks of the large room in Fort Street School building during the Thursday session. The teaching of arithmetic was made the central subject of the day's proceedings. The methods of conducting lessons in arithmetic were placed before the Institute by Mr. Atkinson and Mrs. Hendry. The session closed with one of Mr. Lucas's series of lessons in the exemplification of phonics.

(Continued on page 8.)

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